

SEND adaptations for Religious Education

We create an inclusive learning environment whereby all children, including children with Special Educational Needs and Disabilities are supported to take part in all learning opportunities and activities alongside their peers. We make reasonable adjustments to our curriculum and the school environment to ensure all children can achieve their potential.

In Religious Education adaptations may also include or be reflected through:

- Carefully considering the pace of the lesson.
- Interactive lessons that provide opportunities for learners to engage in different ways.
- Use of specific, targeted questioning to challenge and support learners.
- If a learner is reluctant to write, considering other ways for learners to show their understanding e.g. drawing, use of technology.
- Use of assessment information to target teaching and focus support on the needs of the learner.
- Opportunities to revisit learning through accessing word mats on their tables or accessing these words on display in the classroom.
- Re-reading taught or familiar texts or information as this is key to building learners' confidence.
- Use of drama and role-play activities to enable learners to explore the meaning of concepts through first-hand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all learners.
- Use of picture and word banks of key vocabulary.
- When learners are doing writing, making sure that they have word banks of key topic words with pictures to match.
- Use of text maps with actions. Identifying new, interesting, or useful words in a text or project together. Referring to these words and model using them in your teaching and of encouraging learners to use the working wall and success criteria and key vocabulary in their independent writing.
- New vocabulary that is planned for and taught in context. Modelling using new words in a sentence and giving learners time to practise them in context. For example, giving them time to answer a question and share their answer.
- Pre-teach/post-teaching.
- Creating links in learning in different areas and bringing disciplinary knowledge from other areas into the learning in RE. Also, making links to what learners have previously learnt – did they learn about the life cycle of a frog the previous year? This helps to embed learning.
- Making learning multi-sensory, e.g., if you are learning a new concept or piece of vocabulary, read it, draw it, write it, act it out.
- Breaking the learning into chunks. Giving learners movement breaks.
- Practical activities that are considered that support and develop an understanding of religious ideas.
- Secondary sources such as books, photos, videos, and simulations are used to help children and young people learn and make sense of the subject specific content.
- Providing topical word banks and picture cards that the learner can point or refer to.
- Asking teaching assistants to collate word/picture banks on a mini whiteboard/paper with the learner during the teaching input to support their independent learning activity.
- Scaffolding learning to make it accessible for all.
- Flashbacks-Beginning each lesson with a review of the vocabulary learnt in the previous lesson. Providing word banks that are accessible throughout the project.
- Referring to language regularly during lessons and, where applicable, throughout the school day, as this embeds the vocabulary and build stronger links and associations.
- Providing pre-teaching opportunities for learners to hear vocabulary prior to the lesson, to support their access and engagement in whole-class teaching.
- Planning small group teaching opportunities.
- Using visuals (e.g., now, next, then boards or visual timetables) to segment the lesson into manageable chunks that are achievable for the learner.

For further guidance and information on creating inclusive Religious Education lessons please refer to:

<https://nasen.org.uk/page/nasenco>